

## **MINORITY VIEWS**

### **H.R. 609, “College Access and Opportunity Act of 2005”**

#### **Introduction**

Every year millions of hardworking American families and students fall short when paying for college costs, even after grants, loans, family savings and work. The weakened economy, huge tax cuts for the super rich, and massive federal budget cuts have hurt state budgets, driving up tuition prices for students—more than 75 percent of whom attend public institutions.

The typical low-income student at a 4-year public college already falls short by \$3,800, and the typical middle-income student falls \$2,300 short, when paying for college each year.

Rather than helping these students and families, H.R. 609 makes students pay even more for their college education. The bill cuts \$8.7 billion from the student aid programs and fails to significantly boost affordable college opportunities. Due to these shortcomings, we oppose the Committee passage of this legislation.

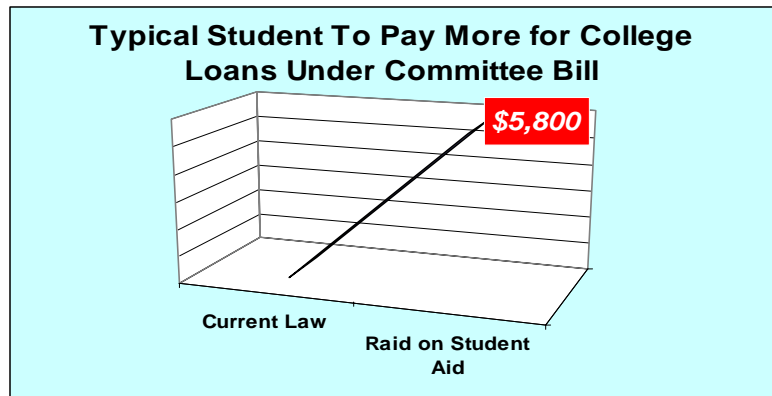
#### ***H.R. 609 Makes College More Expensive by Raising Student Loan Interest Rate Caps***

In 2002, Congress made a promise to students to lower the interest rate cap on student loans to 6.8 percent in 2006. HR 609 goes back on this promise, and sets the cap at 8.25 percent. As a result, the typical student borrower, with \$17,500 in debt, would be forced to pay as much as \$2,600 more for his or her loans.

Democrats offered an amendment that would have maintained Congress’ bipartisan promise to lower the student loan interest rate cap, with a variable interest rate (for all non-consolidation loans), at no additional cost to taxpayers or students. The committee rejected this amendment.

#### ***H.R. 609 Forces Students and Families to Pay for the National Budget Crisis***

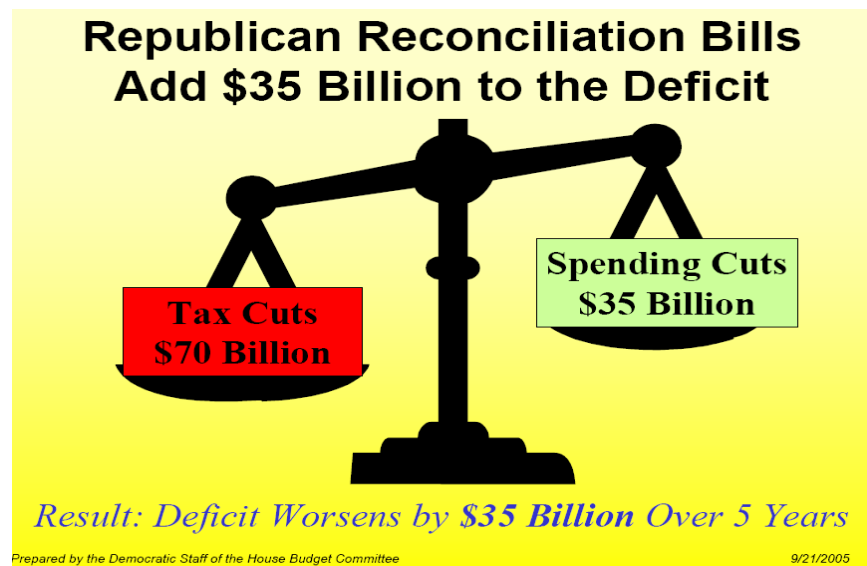
The bill saves \$8.7 billion by: raising interest rates on student consolidation loans; raising the interest rate cap on student loans; eliminating borrower benefits that lower the cost of borrowing; cutting critical student aid delivery funds; and, eliminating some of the excessive subsidies paid to student lenders. This raid on student aid represents the single largest cuts to the nation’s federal student aid programs ever. As a result of these cuts, the typical student borrower, with \$17,500 in debt, could be forced to pay up to \$5,800 more for his or her college loans, than compared to current law.



After widespread criticism from Democrats, students and editorial writers, the Majority finally agreed to reduce excessive subsidies to large lending institutions. But instead of recycling those dollars into low-interest loans and additional grants, the Majority plans to use the \$8.7 billion in cuts—to lender subsidies and student aid—for alleged deficit reduction. They believed for years it was acceptable to spend billions in excessive subsidies on profitable banks, but now they refuse to spend this money on students.

The Majority claims that these cuts must be made in the budget reconciliation process to reduce the federal deficit—yet the budget reconciliation actually increases the federal deficit by \$35 billion over 5 years.

This budget scheme balances the irresponsible management of our nation's budget on the backs of students and families who are already struggling to pay for college.



We should be doing more, not less, to increase affordable college opportunities not just because it is the right thing to do but because it is critical to the economic prosperity and well-being of the nation.

Since the passage of the Higher Education Act in 1965, Federal grants, loans and work-study have helped to send millions of students to college, many of whom would not have gone to college without the help.

This investment has been critical in making the U.S. the world economic leader it is today. However, the global economy has become significantly more competitive since 1965. Whether the U.S. retains its preeminence in this fiercely competitive environment will depend more and more on having a highly skilled workforce. Higher education is the critical tool for building that workforce.

This raid on student aid misses a golden opportunity to re-direct billions of dollars in savings by recycling the excessive subsidies paid to student lenders into additional grant aid for students—without any additional costs to taxpayers. This opportunity is an essential step towards ensuring that all college qualified students receive an affordable top quality higher education and that the U.S. is competitive in the global economy.

### ***H.R. 609 Makes Student Borrowers Pay More for Consolidation Loans***

Committee members adopted a Petri-Boehner amendment that will give students the choice of a fixed or variable interest rate on consolidation—but that raises the interest rate on fixed consolidation loans by 1.0 percent (to 91-day Treasury bill + 3.3 percent, capped at 8.25 percent) and forces students to pay a .5 percent fee on fixed consolidation loans.

While this change improved the base bill, it would still result in the typical student borrower paying \$2,800 more for his or her college loans, than under current law.

Democrats opposed raising rates on consolidation loans, but offered a 2<sup>nd</sup> degree amendment that would have kept cost increases to student borrowers much lower and raised almost the same amount of savings. The Miller 2<sup>nd</sup> degree amendment would have lowered the interest rate on fixed consolidation loans and eliminated the .5 percent origination fee. Republicans rejected the Democratic alternative.

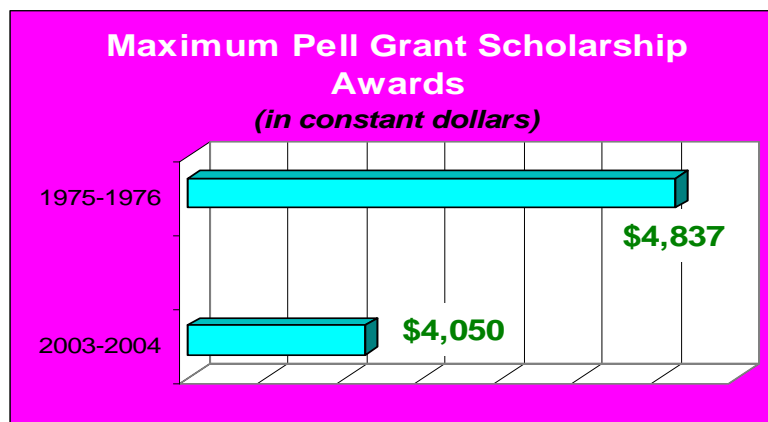
### ***Comparison of Consolidation Loan Amendments***

	<b>Current Law</b>	<b>Petri-Boehner Amendment</b>	<b>Miller 2<sup>nd</sup> degree Amendment</b>
<b>Student Consolidation Interest Rate Formula--In Repayment</b>	91-Day Treasury bill + <b>2.3</b> percent, capped at 8.25 percent	91-Day Treasury bill + <b>3.3</b> percent, capped at 8.25 percent	91-Day Treasury bill + <b>2.8</b> percent, capped at 8.25 percent
<b>Student Fee for Consolidation Loan</b>	No fee	<b>0.50%</b>	<b>No fee</b>
<b>CBO Savings</b>	n/a	\$11.5 billion over 6 years	\$11.15 billion over 6 years

### ***H.R. 609 Fails to Provide a Real Increase to the Maximum Pell Grant Scholarship***

The declining buying power of Pell grant scholarships and rising tuition prices are forcing millions of students to assume high debt, work long hours or even forgo college. The Committee has missed another opportunity to restore the original buying power of Pell grant scholarships. Last year the maximum Pell grant scholarship was worth \$800 less, in inflation-adjusted terms, than it was in 1975-76.

Not only does H.R. 609 fail to restore the Pell grants to the level of its original value, but it fails to make good on the Republican promise of an actual \$5,100 maximum Pell grant scholarship. Instead, the bill raises the authorizing level by a mere \$200 dollars over 6 years.



Democrats offered an amendment that would have provided a guaranteed boost, with mandatory funds, of \$500 the maximum Pell grant over 5 years, raising the overall Pell Maximum award to \$4,500—at no new cost to taxpayers. Republicans rejected this modest Pell increase.

### ***H.R. 609 Changes the Formula for Campus Based Aid Allocation and as a Result Takes Aid from One Needy Student to Pay for Another Needy Student***

HR 609 alters the formula for distributing funding for campus-based aid programs (Supplemental Educational Opportunity Grants, Work Study and Perkins Loans) and will significantly decrease aid to students in 29 states. The elimination of the base guarantee in the funding formula will harm thousands of students because it will simply take funds from disadvantaged students and shift those funds to another group of disadvantaged students. Any reallocation of the formula must include a significant increase in the overall investment of these successful programs, so that we don't rob one student in need to provide for another student in need.

Reps. Tierney and Kind offered an amendment to boost and equalize campus based aid funding. This amendment would require the Secretary of Education to phase in changes to the based guarantee in accordance with the necessary investment to the programs to ensure a level playing field. This amendment was narrowly defeated by a vote of 24-24.

**Estimated Change in Campus-Based Aid Funding- Base Guarantee Elimination Proposal**

	<b>SEOG Change in Allocation</b>	<b>FWS Change in Allocation</b>	<b>Perkins Change in Allocation</b>	<b>Total Change</b>	<b>% Change</b>
<b>Alabama</b>	\$319,328	-\$1,366,249	\$193,908	-\$853,013	-2.9%
<b>Alaska</b>	-\$357,194	-\$292,672	\$0	-\$649,866	-39.1%
<b>Arizona</b>	\$184,692	\$191,795	\$495,118	\$871,605	3.5%
<b>Arkansas</b>	-\$109,651	-\$847,811	-\$223,204	-\$1,180,666	-8.8%
<b>California</b>	\$5,346,622	\$6,981,497	\$1,367,670	\$13,695,789	7.0%
<b>Colorado</b>	\$354,210	-\$35,688	-\$224,410	\$94,112	0.4%
<b>Connecticut</b>	\$68,743	\$744,203	-\$2,244	\$810,702	3.8%
<b>Delaware</b>	\$184,837	\$170,007	-\$4,868	\$349,976	10.5%
<b>District of Columbia</b>	\$17,425	\$1,884,291	\$240,916	\$2,142,632	11.3%
<b>Florida</b>	\$1,894,571	\$2,956,506	\$1,975,050	\$6,826,127	9.1%
<b>Georgia</b>	\$1,172,369	-\$896,299	\$414,028	\$690,098	1.7%
<b>Hawaii</b>	-\$109,763	-\$161,240	-\$16,180	-\$287,183	-7.4%
<b>Idaho</b>	-\$68,365	\$276,785	-\$146,554	\$61,866	1.2%
<b>Illinois</b>	\$1,582,535	\$1,975,747	-\$703,749	\$2,854,533	3.0%
<b>Indiana</b>	\$875,175	\$1,201,143	-\$164,648	\$1,911,670	5.0%
<b>Iowa</b>	\$268,598	\$1,088	-\$391,244	-\$121,558	-0.5%
<b>Kansas</b>	-\$609,378	-\$821,312	-\$693,636	-\$2,124,326	-14.6%
<b>Kentucky</b>	\$803,328	-\$1,518,496	-\$11,330	-\$726,498	-3.2%
<b>Louisiana</b>	\$915,018	-\$1,193,153	\$99,218	-\$178,917	-0.7%
<b>Maine</b>	-\$3,346,280	-\$3,425,036	-\$460,794	-\$7,232,110	-46.5%
<b>Maryland</b>	-\$262,256	\$272,230	\$43,102	\$53,076	0.2%
<b>Massachusetts</b>	-\$4,398,750	-\$4,886,369	-\$96,665	-\$9,381,784	-11.7%
<b>Michigan</b>	-\$1,798,914	\$752,152	-\$1,213,575	-\$2,260,337	-4.0%
<b>Minnesota</b>	-\$2,377,299	-\$1,248,027	-\$452,806	-\$4,078,132	-11.1%
<b>Mississippi</b>	-\$1,282,404	-\$2,487,498	-\$700,467	-\$4,470,369	-20.0%
<b>Missouri</b>	\$923,933	\$945,748	-\$63,658	\$1,806,023	5.0%
<b>Montana</b>	\$241,460	-\$378,709	-\$177,076	-\$314,325	-5.2%
<b>Nebraska</b>	\$52,045	-\$138,681	-\$268,659	-\$355,295	-3.1%
<b>Nevada</b>	\$195,286	\$295,456	\$66,199	\$556,941	13.2%
<b>New Hampshire</b>	-\$769,185	-\$1,502,087	-\$156,759	-\$2,428,031	-18.7%
<b>New Jersey</b>	\$501,889	\$450,066	\$106,108	\$1,058,063	2.8%
<b>New Mexico</b>	-\$586,005	-\$2,183,573	-\$204,870	-\$2,974,448	-26.2%
<b>New York</b>	\$7,189,176	\$7,766,963	\$3,204,027	\$18,160,166	9.7%
<b>North Carolina</b>	-\$1,820,724	-\$1,384,785	-\$88,970	-\$3,294,479	-8.0%
<b>North Dakota</b>	-\$965,544	-\$577,921	\$2,866,841	\$1,323,376	19.9%
<b>Ohio</b>	\$775,727	\$46,677	\$620,384	\$1,442,788	2.0%

<b>Oklahoma</b>	\$36,553	-\$619,493	-\$456,089	-\$1,039,029	-5.3%
<b>Oregon</b>	-\$1,738,961	-\$889,047	-\$185,769	-\$2,813,777	-11.2%
<b>Pennsylvania</b>	\$2,514,303	\$4,595,845	\$1,265,707	\$8,375,855	7.5%
<b>Puerto Rico</b>	\$1,650,308	\$432,023	\$442,540	\$2,524,871	7.1%
<b>Rhode Island</b>	\$21,779	-\$533,551	\$36,572	-\$475,200	-2.8%
<b>South Carolina</b>	\$100,627	-\$789,970	\$97,811	-\$591,532	-2.5%
<b>South Dakota</b>	-\$635,011	-\$1,360,964	-\$234,921	-\$2,230,896	-27.7%
<b>Tennessee</b>	\$5,768	-\$452,951	-\$6,719	-\$453,902	-1.4%
<b>Texas</b>	\$647,894	\$1,103,488	-\$1,236,695	\$514,687	0.5%
<b>Utah</b>	-\$422,039	\$214,156	-\$477,662	-\$685,545	-6.4%
<b>Vermont</b>	-\$2,382,485	-\$1,778,571	-\$264,202	-\$4,425,258	-37.7%
<b>Virginia</b>	\$854,144	-\$174,968	\$12,640	\$691,816	2.0%
<b>Washington</b>	-\$844,292	\$771,689	-\$229,162	-\$301,765	-1.0%
<b>West Virginia</b>	-\$76,805	-\$302,606	-\$127,184	-\$506,595	-4.1%
<b>Wisconsin</b>	-\$4,769,861	-\$1,419,305	-\$1,192,894	-\$7,382,060	-19.3%
<b>Wyoming</b>	\$16,325	\$112,844	-\$80,097	\$49,072	1.9%

**Source: American Council on Education, Center for Policy Analysis**

**\*\*Total 29 states would lose funding under this proposal.**

### ***H.R. 609 Fails to Provide Real Relief for Rising College Costs***

Under the bill, the earliest that students and families could receive any relief from rising college costs would be five years after enactment, at which point colleges and universities with rapidly increasing tuition would be required to increase their reporting and disclosures to the public and federal government.

In addition, the bill fails to engage states and encourage them to grow funds for higher education, so that college tuition is more affordable to the more than 75 percent of students who attend public, state supported institutions.

Reps. Tierney and McCollum offered an amendment to address rising college tuition that would provide immediate relief to students and families by: promoting affordable tuition by encouraging states to grow funds for higher education; providing incentives to public and private colleges to make tuition more affordable; ensuring colleges curb their costs—and tuition prices—through cost containment strategies; and, putting students and families in control by providing easy to understand information about college costs through accessible public disclosures.

The Committee rejected this amendment on a party line vote of 27 to 19.

***H.R. 609 Fails to Meet the Growing Demand for Additional Investments in College and Universities That Serve Predominantly Minority, Low-Income and First Generation Students***

Millions of minority and first-generation students cannot afford to attend college, while the institutions that traditionally serve these students struggle to expand their infrastructure, student support services and academic programs. Additionally, we face a shortage of minority teachers and an immediate need to encourage more Latinos to pursue advanced degrees.

We strongly support the passage of the Hinojosa-Grijalva-Fortuno-Tiberi amendment to establish the graduate Hispanic Serving Institutions program to significantly increase the number of Latino students earning advanced degrees—though we are disappointed that the full authorization level of \$125 million was not passed. We believe that the passage of this amendment was only a first step in boosting the college participation of these students. We must significantly boost our investment in all minority serving institutions to ensure that all college qualified students can access an affordable top quality education.

***H.R. 609 Raises Student Loan Fees***

While the bill provides for a gradual phase out of the 3 percent origination fee charged to student and parent borrowers, it effectively doubles the current 1.5 percent origination fee that Direct Loan borrowers pay in the first year of the phase out (2006). In the second year of the phase out, the origination fees is 1 percent higher, and in the third year, .5 percent higher than borrowers in the Direct Loan program currently pay. While we strongly support elimination of these student taxes, which Democratic members have been urging for years, we cannot support legislation that raises fees, and the cost of college, for students, before eliminating them.

H.R. 609 also requires guaranty agencies to charge student and parent borrowers a 1 percent insurance fee on their loans. Most guaranty agencies currently waive this fee, but the bill requires borrowers to pay this tax. According the Congressional Budget Office, this change will raise \$3.6 billion over 10 years from borrowers.

***H.R. 609 Eliminates Critical Borrower Benefits that Encourage On-Time Repayment and Lower Interest Rates***

The bill eliminates the Secretary of Education's authority to provide benefits, such as lower interest rates, to student borrowers in the Direct Loan program who make a certain number of on-time payments. Private banks who participate in the Federal Family Education Loan (FFEL) Program currently offer similar benefits to their student borrowers.

The bill also eliminates the in-school consolidation benefit, which allows student borrowers (in both the Direct Loan and FFEL programs) who are still in school or in their six month grace period, to consolidate their loans at a lower interest rate (60 basis points lower). The elimination of this benefit will cost the typical student borrower nearly \$1,000 in additional interest rate charges, compared to current law.

### ***H.R. 609 Closes the 9.5 Percent Loan Loophole***

Led by Reps. Kildee and Van Hollen, last year Congress voted to partially close the loophole which student lenders to collect a guaranteed 9.5 percent rate of return on certain student loans. This rate of return is 4 percent higher (and was 6 percent higher last year) than the return which lenders receive on regular student loans. However, this partial closure still allowed lenders to “recycle,” or use the interest payments and the excessive subsidies paid on their outstanding 9.5 percent loans to make new loans which also receive the 9.5 percent rate of return. The Government Accountability Office estimated that recycling alone is responsible for up to 40 percent of the current loan volume which is guaranteed this 9.5 percent rate of return.

At the urging of Committee Democrats, HR 609 completely closes the 9.5 percent loophole which generated billions of dollars in excessive profits to lenders. The closure of this loophole will generate over \$2 billion dollars in savings over the next 6 years—money which should be reinvested into student aid. Unfortunately, the Majority is using these savings to pay for alleged deficit reduction.

### ***HR 609 Promotes the Suppression of Free Speech on College Campuses***

We agree that it is critical that students, faculty and other members of the campus community have the ability to exercise their right to free speech, whether it is in the classroom or an event on campus.

Democrats believe that any attempts to stifle the free speech rights of students and faculty should be taken seriously. However, without a conclusive body of evidence regarding this issue, it is unclear what problem this bill is trying to fix.

### ***Significant Changes to Student Aid Safeguards***

Several changes were made to the key student aid safeguards, such as the 50 percent rules, the 90-10 rule, and the single definition of an institution of higher education. While we support expanding college opportunities for students, a number of our members remain concerned that some of these changes, absent strong alternative safeguards, may result in increased fraud and abuse in the student aid programs. We are also very concerned at the Committee’s overall failure to perform its oversight duties to ensure that that the nearly \$80 billion of federal student aid that is disbursed each year is done so with the utmost integrity.

We encourage the Chairman to carry out the necessary oversight to ensure both the integrity of the student aid programs and to ensure that all students receive a top quality education.

### ***Petri-Miller Amendment***

Reps. Petri and Miller offered an amendment to incentivize colleges and universities to use the lowest-cost federal lending program, whether it is the Direct Loan Program or the Federal Family Education Loan program. Under this amendment, colleges that switch to the cheaper of the two lending programs, as determined by the secretary of Education, will be given half of the savings generated from the switch. Colleges must use those savings to increase Pell grant scholarships or need-based graduate student fellowships.



Colleges that already use the lowest-cost federal lending program at the time of enactment share the savings generated by the schools that switch to the less expensive program and must use the savings to increase Pell grant scholarships or need-based graduate student fellowships. Analysis by the Congressional Budget Office found that if passed, this provision would boost student grant aid by \$17 billion dollars over 10 years, at no additional cost to taxpayers. Republicans rejected the amendment.

### ***Accreditation***

Our members continue to have serious reservations about the McKeon Amendment to require accrediting agencies, as part of the accreditation process, to consider the “stated missions of institutions of higher education, including but not limited to such missions as inculcation of religious values...”. This amendment deserves close scrutiny as for the first time it would require the Federal Government, as part of their determination of the acceptability of accrediting agencies, to evaluate whether an accrediting agency has appropriately considered an institution’s religious affiliation in its review of the program under consideration for accreditation. We believe that the amendment is not warranted in light of current practices by accrediting agencies and could have tremendous implications for the independence of accrediting agencies in determining appropriate standards for accreditation.

The Majority has not presented evidence that this amendment is necessary. In fact, institutions of higher education, accrediting agencies and the faith community have, in the past, debated this issue and found an appropriate balance that preserves both religious and academic freedom. In 2000, the American Psychological Association (APA), the accrediting agency for doctoral and graduate programs in psychology, was presented with a proposal to eliminate an exemption<sup>[\[1\]](#)</sup> for religiously affiliated institutions relating to the APA guidelines on “cultural and individual diversity”. The exemption allowed such institutions to continue to uphold their right to safeguard their religious teachings and tenets and still achieve the standards set by the APA. Elimination of this exemption was soundly opposed by a broad coalition of groups. Other accrediting agencies such as the American Bar Association, the Middle States Association of Colleges and Schools and the Western Association of Colleges and Schools have also seen fit to provide exemptions for religiously affiliated institutions.

The provision currently included in the bill does not reflect our view that such a change from current law is unnecessary. We continue to support the rights of religiously affiliated institutions of higher education to retain their religious and academic freedom while according accrediting agencies their abilities to set appropriate academic standards of excellence for their programs.

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1 Footnote 4 of the American Psychological Association’s *Guidelines and Principles for Accreditation of Programs in Professional Psychology* states, “This requirement does not exclude programs from having a religious affiliation or purpose and adopting and applying admission and employment policies that directly relate to this affiliation or purpose so long as (1) Public notice of these policies has been made to applicants, students, faculty, or staff before their application or affiliation with the program; and (2) the policies do not contravene the intent of other relevant portions of this document or the concept of academic freedom. These policies may provide a preference for persons adhering to the religious purpose or affiliation of the program, but they shall not be used to preclude the admission, hiring, or retention of individuals because of the personal and demographic characteristics described in Domain A, Section 5 of this document (and referred to as cultural and individual diversity). This footnote is intended to permit religious policies as to admission, retention, and employment only to the extent that they are protected by the U.S. Constitution. It will be administered as if the U.S. Constitution governed its application.”

## **Conclusion**

American students and families need more affordable college opportunities. Significantly boosting these opportunities is critical to the success of the American economy and the nation's ability to maintain and grow our competitive edge in the global economy.

Not only does this bill fail on this account, but it actually makes the largest single cut to the student aid programs ever. As a result, students will be forced to pay thousands of dollars more for college.

This bill, squanders a rare chance to re-deploy billions of dollars, saved from cuts to excessive lender subsidies, toward boosting grant aid and lowering the cost of borrowing to students. Rather than advance this partisan legislation, which is opposed by students, colleges, and consumer groups alike, we should be focused on increasing affordable college opportunities to all Americans.

The reauthorization of the Higher Education Act offered the Committee an opportunity to ensure college access to all Americans. Unfortunately, the Majority chose to pass up this golden opportunity and instead, is making college students and families pay for the irresponsible budget management of the Congress.

### ***Democratic Amendments offered in Full Committee Markup of H.R. 609***

Mr. Miller, Mr. Kildee, Mr. Kind, Mr. Van Hollen and Mr. Barrow offered an amendment that would maintain Congress' promise to lower the student loan interest rate caps to 6.8 percent in 2005, offered student borrowers the choice of a variable or low fixed interest rate on their consolidation loans, and restore the value of Pell grant scholarships to their maximum buying power. The amendment was defeated.

Mr. Miller offered a second degree amendment to the Petri amendment on loan consolidation to lower interest rates and to eliminate the .5 percent origination fee charged to students. The amendment was defeated.

Mr. Tierney and Ms. McCollum offered an amendment to make college tuition more affordable. The amendment was defeated.

Mr. Holt and Mr. Bishop offered an amendment to grant rebates to students who will have their Pell awards reduced or eliminated this fall, due to the recent student aid reduction from the Bush administration. The amendment was defeated.

Mr. Tierney and Mr. Kind offered an amendment to boost and equalize campus based aid funding. The amendment was defeated.

Mr. Andrews offered a hold harmless amendment on campus based aid. The amendment was defeated.

Mr. Kildee and Mr. Van Hollen offered an amendment to provide additional safeguards to schools acting as lenders. The amendment was accepted under unanimous consent.

Mr. Miller offered a second degree amendment to the Petri amendment on guaranty agencies to require that the Bush proposals on eliminating excessive subsidies to guaranty agencies. The amendment was defeated.

Mr. Hinojosa and Mr. Grijalva offered an amendment on graduate HSI programs that would establish a program to significantly increase the number of Latino students earning advanced degrees. The amendment passed by recorded vote.

Mr. Van Hollen offered an amendment to strike the provision that forces students to pay the insurance fee on their student loans. The amendment was defeated.

Mr. Holt and Mr. Kind offered an amendment to provide up front tuition assistance for students pursuing careers in math, science or engineering. The amendment was defeated by voice vote.

Mr. Scott offered an amendment to expand teaching centers of excellence at minority serving institutions. The amendment failed by voice vote.

Mr. Miller and Mr. Petri offered an amendment to include the Student Aid Reward Act as part of the Higher Education Act. The amendment was defeated.

Mr. Miller offered an amendment on teacher quality to: increase the supply of outstanding teachers; ensure that all children have teachers with expertise in the subjects they teach; identifying and reward our best teachers; and, keeping the best teachers and principals in our schools. The amendment was defeated.

Mr. Grijalva and Ms. McCollum offered an amendment to retain the separate definitions of institutions of higher education. The amendment was withdrawn.

Mr. Davis offered an amendment to create a study on minority males, their graduation rates, why they are not attending college, and ways to address the problem. The amendment was agreed to by voice vote.

Mrs. Davis offered an amendment to reduce fees for student borrowers. The amendment was defeated.

Mr. Kind and Mr. Van Hollen offered an amendment on FLAS award that would establish undergraduate scholarships to students studying high priority languages. The amendment was withdrawn.

Mr. Holt offered an amendment to on Title 6 dealing with science, technology and foreign languages. The amendment was defeated.

Mr. Ryan offered an amendment on the college textbook rental expansion program. The amendment was defeated.

Ms. Woolsey offered an amendment on the Pasty Mink Fellowship that would increase the number of women and minorities pursuing advanced degrees in priority fields of study. The amendment was defeated.

Mr. Wu offered an amendment to establish a grant program to encourage institutions of higher education to create partnerships with community colleges. The amendment was accepted by unanimous consent.

Mr. Wu offered an amendment on university sustainability centers. The amendment was defeated.

Mr. Bishop and Mr. Tierney offered an amendment to establish a cooperative education program. The amendment was defeated.

Ms. Woolsey offered an amendment to prohibit the Secretary of Education from enforcing recent guidance that would allow institutions to demonstrate equal athletic opportunities solely on the basis of a survey and to count on non-responses to such a survey as a lack of interest in athletic opportunities. The amendment was defeated.

Mrs. Davis offered an amendment on veterans. The amendment was withdrawn.

Mr. Tierney offered an amendment on the academic bill of rights, striking section 103. The amendment was defeated.

Mr. Andrews offered an amendment on campus fire safety. The amendment passed by recorded vote.

Ms. McCarthy offered an amendment on graduation/completion rates that would add language to section (K) of the College Consumer Profile. The language would identify whether completion or graduation rates are from a 2-year or a 4-year school. The amendment was accepted under unanimous consent.

Ms. McCarthy offered an amendment to clarify language in the affordability section. The amendment was accepted under unanimous consent.

Mr. Owens offered an amendment to establish predominantly Black Serving Institutions under title 3 of the HEA. The amendment was defeated.

Mr. Owens offered an amendment to strike minimum grants for HBCUs. The amendment was defeated.

Mr. Wu offered an amendment on refinancing consolidation loans. The amendment was defeated.

Mr. Grijalva amendment offered an amendment en bloc on: a) providing loan forgiveness for librarians and b) additional areas of need, dealing with highly qualified teachers in bilingual education in low-income communities. The amendment was agreed to by voice vote.

Mr. Davis offered on amendment to allow prisoners to receive financial aid while in prison. The amendment was defeated.

Mr. Tierney offered an amendment to ensure Pell equity, striking the State Scholars language. The amendment was defeated.

Mr. Scott and Mr. Grijalva offered an amendment on hate crimes so that an institution's data that is collected matches with data from the FBI. The amendment was defeated by voice vote.

Ms. McCarthy and Mr. Tiberi offered an amendment on Project GRAD. The amendment was withdrawn.

Mr. Davis, Mr. Andrews and Mr. Kucinich offered an amendment to repeal the drug question on the federal student aid application. The amendment was defeated.

Mr. Holt offered an amendment to expand affordable child care assistance for low-income students. The amendment was defeated.

Mr. Ryan and Mr. Tierney offered an amendment with Mr. McKeon to simplify the student aid application process. The amendment was agreed to by voice vote.

Mr. Bishop offered an amendment to ensure the transfer of college credits. The amendment was defeated.

Mr. Van Hollen offered an amendment on regulatory relief experimental sites. The amendment was agreed to by voice vote.

Mr. Andrews offered an en bloc amendment on: a) additional deferments up to two years for individuals who participate in an internship program following graduation; b) residency program deferments for medical and dental residents; and restrict students' ability to consolidate their loans at a low fixed rate, eliminate origination fees, and change borrow repayment terms. The amendment was defeated.

Mr. Andrews and Mr. Holt offered an amendment on over award that provides that federal aid be given without regard to university aid, which could then be given on top. The amendment was defeated by voice vote.

Mr. Andrews offered an amendment on Bryan's Law, dealing with missing person procedures. The amendment was defeated.

Mr. Andrews offered an amendment requiring a meningitis vaccine for all incoming students. The amendment was defeated.

Mr. Andrews offered an amendment on technology asset disposal that would require personal computers disposed of by the institution of higher education to be fully scrubbed of personal information and also in an environmentally friendly manner. The amendment was defeated.

Mr. Andrews offered an amendment to amend the definition of clock hours. The amendment was agreed to by voice vote.

Mr. Andrews offered an amendment to direct the Education Secretary to support effort to create an American university in Jordan. The amendment was withdrawn.

Mr. Bishop offered on an amendment on pre-competitive innovation that would develop a grant program for institutions of higher education to help bridge the gap between laboratory discoveries and community viable researching. The amendment was defeated.

Mr. Wu offered an amendment on college textbook affordability and prices. The amendment was agreed to by voice vote.

Mr. Wu offered an amendment on the National Commission on College Textbook Affordability. The amendment was withdrawn.

Mr. Kind offered an amendment on creating a GAO study for older adult learners. The amendment was agreed to by voice vote.

Mr. Kind offered an amendment on the education grant program. The amendment was defeated by voice vote.

Mr. Andrews offered an amendment on uncooperative parents that would allow students whose parents won't provide financial information on the FAFSA to receive unsubsidized loans. The amendment was withdrawn.

Mr. Andrews offered an amendment on student assistance. The amendment was withdrawn.

Ms. McCarthy and Mr. Porter offered an amendment to provide up to \$5,000 in loan forgiveness for individuals who have completed a baccalaureate or advanced degree and who serve for 5 consecutive years in "areas of national need" as designated by the Secretary of Education. The amendment was accepted by voice vote.

Ms. McCarthy offered an amendment to ensure that degrees from Rabbinical schools will be able to continue to be recognized as the equivalent of Baccalaureate degrees. This amendment was accepted by voice vote.

**GEORGE MILLER**

**DALE KILDEE**

**MAJOR OWENS**

**DONALD PAYNE**

**ROBERT ANDREWS**

**ROBERT "BOBBY" SCOTT**

**LYNN WOOLSEY**

**CAROLYN MCCARTHY**

**JOHN TIERNEY**

**RON KIND**

**DENNIS KUCINICH**

**DAVID WU**

**RUSH HOLT**

**SUSAN DAVIS**

**BETTY MCCOLLUM**

**DANNY DAVIS**

**RAUL GRIJALVA**

**CHRIS VAN HOLLEN**

**TIM RYAN**

**TIMOTHY BISHOP**